

"Brainstorming" "as an interactive method of learning a foreign language

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ABSTRACT

This article discusses interactive methods of teaching a foreign language at an early stage. In particular, the technology of using “brainstorming” is described in detail. Discussed Pros and Cons of this Method.

Keywords: foreign language, interactive methods, activism, small groups, mental attack, thought, free thinking.

1. INTRODUCTION

Interactive learning allows you to simultaneously solve several problems, the main one of which is the development of communicative skills. This training helps to establish emotional contacts between students, provides an educational task, as it teaches you to work in a team, listen to the opinions of your comrades, provides high motivation, strength of knowledge, creativity and imagination, sociability, active life position, individuality value, freedom of expression, emphasis on activity, mutual respect and democracy. The use of interactive forms in the learning process, as practice shows, removes the students' nervous load, makes it possible to change the forms of their activity, and switch their attention to key issues of the topic of classes. It should be noted that the organization and conduct of lessons using interactive methods requires a lot of training on the part of the teacher and the ability to manage the activities of students in unusual situations, which complicates the task of the teacher.

The brainstorming method (brainstorming, brainstorming, English brainstorming) is an operational method for solving a problem based on stimulating creative activity, in which discussion participants are invited to express as many possible solutions as possible, including the most fantastic ones. Then, from the total number of ideas expressed, the most successful ones that can be used in practice are selected. Brainstorming (brainstorming, brain storming) is a widely used way of producing new ideas for solving scientific and practical problems. Its purpose is the organization of collective mental activity in the search for innovative ways to solve problems. Using the brainstorming method in the educational process allows us to solve the following problems: students' creative assimilation of educational material; the relationship of theoretical knowledge with practice; activation of educational and cognitive activities of students; the formation of the ability to concentrate attention and mental efforts on solving an urgent problem; the formation of the experience of collective mental activity.

2. MAIN PART

The problem formulated in the lesson on the brainstorming technique should be of theoretical or practical relevance and arouse the active interest of students. The general requirement that must be taken into account when choosing a problem for brainstorming is the possibility of many ambiguous solutions to the problem that is put forward before students as a learning task. Preparing for a brainstorming session includes the following steps: determination of the purpose of the lesson, concretization of the educational task; planning the general course of the lesson, determining the time of each stage of the lesson; selection of questions for the warm-up; development of criteria for evaluating proposals and ideas that will allow a focused and meaningful analysis and synthesis of the results of the lesson. There are certain rules,

compliance with which will allow more productive brainstorming. We list the main ones:.. During the session, there are no bosses, no subordinates, no newcomers, no veterans - there is a leader and participants; no one can claim a special role.

. Mutual criticisms and evaluations are strictly prohibited, they hinder the emergence of new ideas.. You should refrain from actions, gestures that may be misinterpreted by other participants in the session.. No matter how fantastic or unbelievable the idea put forward by any of the participants in the session, it should be met with approval.. Try to convince yourself from the very beginning that a positive resolution to this problem is extremely important to you.. Do not think that this problem can be solved only by known methods.. The more proposals put forward, the greater the likelihood of a new and valuable idea.. Before starting the session, try to answer the following questions for yourself:

- Does the problem deserve my attention?
- What gives her decision?
- Who needs it and why?
- What happens if nothing is changed?
- What will happen if I do not put forward a single idea?

Methods of organizing and conducting a brainstorming The organizational phase is held with one class. Before the start of the lesson, when students enter the audience and sit down in places, you can turn on peppy, dynamic music, preferably instrumental, as the text can affect the formation of attitudes in students. At the beginning of the lesson, the teacher informs the topic and form of the lesson, formulates the problem that needs to be solved, justifies the task for finding a solution. Then he introduces the students to the conditions of collective work and gives them the rules for brainstorming. After this, several working groups of 3-5 people are formed. Each group selects an expert whose responsibilities include fixing ideas, their subsequent evaluation and selection of the most promising proposals. It is advisable to form working groups in accordance with the personal wishes of the students, but the groups should be approximately equal in number of participants. Groups are seated so that it is convenient to work and so that students can see each other.

This stage takes an average of about 10 minutes. Warm-up is carried out frontally with the whole group. The goal of the stage is to help students get rid of stereotypes and psychological barriers. Usually a warm-up is done as an exercise in quickly finding answers to questions. For warming up, a fast pace is important.

Therefore, if there is a pause, the teacher himself must put forward 1-2 answers. As soon as the students begin to find answers with difficulty, they think for a long time, it is worth moving on to the next question. In order to create and maintain a relaxed and lively atmosphere, the teacher prepares unexpected, original questions that are not directly related to the topic of the assault, but taken from a close sphere. During the warm-up, the teacher does not give an assessment to the answers of schoolchildren, but he perceives all of them kindly, supporting the positive reaction of the audience. The warm-up time is 15-20 minutes. At the very beginning of the actual "storming" of the problem posed, the teacher recalls the problem, refines the task, gives criteria for evaluating ideas, and repeats the rules of brainstorming. A signal is given, after which simultaneously in all groups the expression of ideas begins. The expert on a separate sheet writes down all the ideas put forward. Do not be afraid of light noise and animation in the classroom. The relaxed atmosphere helps to stimulate thought.

3. DISCUSSIONS

The teacher is better not to interfere in the work of groups, so as not to interfere with them. Only in the case when the group violates the rules of work (for example, begins to discuss or critically evaluate the idea), the teacher in a tactful and friendly form returns the group to working condition. The main session lasts 10-15 minutes. This is the stage of intense workload of students, usually by the end of it there is a clear fatigue of the participants of the "assault". At the stage of evaluating and selecting the best ideas, experts are united in a group and according to the selected criteria they evaluate ideas, selecting the best ones for presentation to the participants in the game. If possible, experts can move to another room for the duration of the work so that the group does not interfere with them. The teacher determines the working time for experts in 15-20 minutes. The working groups are resting at this stage. You can turn on the music and give the opportunity to move around, switch, or offer them simple tasks in a playful way,

for example, a crossword puzzle on this course, discussion of interesting situations, etc. At the final stage, representatives of the expert group report on the results of the brainstorming. They call the total number of ideas proposed during the assault, introduce the best of them. The authors of these ideas justify and protect them.

Based on the results of the discussion, a collective decision is made on the implementation of certain proposals in practice.

4. CONCLUSION

The teacher summarizes, gives a general assessment of the work of groups. It is important to note the positive in the work, the moments of manifestation of a high degree of creativity, the success of collective activity, etc. Such a final assessment creates a creative atmosphere in the study group and supports students. Even if the success of the group is not brilliant, you still need to rely on the positive in its work in order to stimulate students' desire to achieve great results in the future. In time, the final stage is the longest (10-15 minutes). This stage is very important in the curriculum, because when discussing and defending ideas, an intensive exchange of information occurs, its understanding and active assimilation. As a rule, brainstorming is very productive and gives good results. In case of failure, the teacher should not hastily abandon this form of work, but rather need to carefully analyze the preparation for the lesson and its entire course, try to find the reasons for the failure, eliminate them, and in the future he will succeed.

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